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A Study of Drop-Outs in the Buena Vista High School

Louise Brockenbrough

College of William & Mary - School of Education

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A STUDY OF DROP-OUTS IN THE BUENA VISTA HIGH SCHOOL

"

1948 - 1950

A Project

Presented to

the Faculty of the Department of Education

The College of William and Mary

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Louise Brockenbrough

August 1951

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CHAPTER I

INTRODUCTION

Statement of the problem. A study of the individuals who left school prior to graduation in one city in Virginia is the problem of the writer.

Purpose of the study. Specifically, the subject of this study is the drop-out pupils from the Buena Vista High School with the particular objectives:

1. To find out why some pupils drop out of school prior to graduation.
2. To develop the general characteristics of the drop-out as he appears in the City of Buena Vista in order that the potential drop-out might be recognized by the faculty.
3. To find out in what respects drop-outs are like or unlike pupils who remain in school until graduation.
4. To recommend ways in which the holding power of the school could be increased.

Significance of the study. Today, democracy, the worth of the individual, and the American way of life are being challenged and tried more rigorously than ever before. It therefore becomes increasingly important that American

youth be educated for the responsibilities and activities of an effective citizen. Nevertheless, during the year 1950, there were in the United States 741,000 youth from ages twelve through seventeen who were not in school.¹ It has been estimated that the quoted figure for 1950 would even increase to 2,504,000 by 1960 unless the trend is checked.² Each school division then must accept as its particular role the extension of its facilities to every youth within its boundaries.

Setting of the study: Buena Vista, a city of 5,219 people, is essentially a manufacturing town. The principal industries and the number they employ are: silk mills, 308; tannery, 80; paper mill, 90; extract, 52; and a stationery, 80. Fifteen miles away is a rug factory which employs 2,200 people, 700 being from Buena Vista. Unemployment has not been a problem; Buena Vista rates among the six cities in Virginia having the lowest unemployment rate. Table I shows the average number employed and average salary per week of the workers in the industries.

¹Federal Security Agency, Why Do Boys and Girls Drop Out of School, and What Can We Do about It? (Washington, D. C.: United States Government Printing Office, 1950), p. 36.

²Ibid.

TABLE I

EMPLOYMENT DATA FOR INDUSTRIAL WORKERS IN BUENA VISTA

Industries	No. employed			Ave. salary per week		
	1948	1949	1950	1948	1949	1950
Bernson Mills, Inc. (silk mill)	125	135	178	\$65	\$70	\$75
Mallison Fabrics Corp. (silk mill)	130	130	130	65	70	75
Leas and McVitty Tannery	82	90	100	50	55	60
Leas and McVitty Extract	65	65	52	50	55	60
Frank M. Sayford Co. (stationery)	80	80	80	30	35	40
Piedmont Paper Company	0	0	90	0	0	50
James Lees Co. (rug factory)---Total	1900	1914	2200	70	75	80
---Buena Vista	600	650	700	70	75	80

Buena Vista, although an industrial town, has educational advantages within its reach which are unexcelled by many larger cities. Within a radius of seventy-five miles are many institutions of higher learning, as well as trade, industrial, and commercial schools. Among them are: Southern Seminary and Junior College located in Buena Vista; Washington and Lee University and Virginia Military Institute in Lexington (6 miles); University of Virginia at Charlottesville (70 miles); Madison College in Harrisonburg (60 miles); Sweet Briar College in Amherst (30 miles); Randolph-Macon Women's College in Lynchburg (50 miles); Hollins College in Roanoke (50 miles); Bridgewater College in Bridgewater (60 miles). There are several business colleges located in

Staunton, Lynchburg and Roanoke, all within fifty-five miles of Buena Vista. At Fishersville, forty-five miles away, the State Board of Education operates a regional trade and vocational school with courses in cosmetology, watch-making, auto repairing, brick-laying, sheet metal work, radio repairing, and business.

The public school system in Buena Vista is a tightly knit system containing thirty teachers, working in one building, under the direction of a principal who is also superintendent of school. The system is directly responsible to a school board of six members who are elected by the city council. The training of the eleven high school and nineteen elementary teachers is represented in the following tables.

TABLE II

TRAINING OF TEACHERS IN BUENA VISTA PUBLIC SCHOOLS
1948-49

Training	Elementary	High school	Total	
			No.	Per cent
Bachelor's degree	5	8	13	43.3
Working for bachelor's degree	5		5	16.7
Master's degree		2	2	6.7
Working for master's degree		1	1	3.3
Emergency certificate	9		9	30.0

TABLE III

TRAINING OF TEACHERS IN BUENA VISTA PUBLIC SCHOOLS,
1949-50

Training	Elementary	High school	Total	
			No.	Per cent
Bachelor's degree	5	6	11	37.9
Working for bachelor's degree	6		6	20.7
Master's degree	1	2	3	10.3
Working for master's degree		3	3	10.3
Emergency certificate	6		6	20.7

The school enrollment for the 1948-1949 session was 1,071, which included 830 elementary students and 241 high school students.³ During the 1949-50 session there were 1,039 students enrolled, 829 being in the elementary school and 210 in the high school.⁴ There were twenty-six available classrooms with an average of forty pupils per room. The educational program provides an eleven year course of study; among the high school courses available are: 4 years of English, 5 years of mathematics, 2 years of Latin, 2 years of French, 4 years of science, 4 years of history, 1 year of geography, and 3 years of home economics for girls. The three years of home economics for girls are the only

³Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, XXXII (Richmond, Virginia: Division of Purchase and Printing, 1949), pp. 70, 296.

⁴Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, XXXII (Richmond, Virginia: Division of Purchase and Printing, 1950), pp. 57, 269.

vocational courses offered. The physical educational program also is limited, since there is no gymnasium. Among the extra-curricular activities offered are: Beta Club, Monogram Club, football, baseball, Band, Glee Club, Library Club, Home Economics Club, and Junior Red Cross work.

The school system does not provide an organized program of guidance. It is the responsibility of each member of the faculty to know the pupils, to know their background, to know their post-school plans, and then to coordinate all the agencies that play a part in the education of the youth--the school, the home, the church.

According to the attendance law, a student must attend school until he is sixteen unless it be recommended by the principal, superintendent of schools, and the juvenile judge that he can no longer receive any benefits from the school, in which case he may leave at the age of fourteen.

The recreational facilities available to students in Buena Vista are very limited. The public school system operates a recreational room in the school basement which is open two evenings each week during the winter for a limited number of games and dancing. This center is used frequently by the students since no other facilities are made available to them by the community, business industries, or churches.

Buena Vista is located in the George Washington National Forest which has provided opportunities for hunting,

hiking, fishing, and scouting. Seventeen miles away the Forest Service has provided swimming and picnicking facilities. Boy and Girl Scout Troops are sponsored by the Lion's Club and Woman's Club, respectively.

Scope and limitation of the study. During the past ten years approximately 13.3 per cent of the high school enrollment withdrew prior to graduation. While this percentage is small it is too large to be overlooked; thus, the need for such a study can be recognized.

This study will be limited to the 51 drop-outs in the high school and the 66 graduates during the school sessions 1948-1949 and 1949-1950. The graduates were studied in order that the writer might determine in what respects the drop-outs are like or unlike the pupils who completed the required course of study.

Definition of terms. The term drop-out will be used to refer to the individual who left school prior to graduation from the eleventh grade. The term withdrawal will also be used to refer to the individual who left school prior to graduation and will not include those students who transferred to another school system.

The term graduate will be used to refer to the individual who remained in school and completed the course of study required for graduation.

Sources of information and procedures. The principal of the high school provided the writer with the names of the pupils who had withdrawn and the names of the graduates during the period selected for the study. The school records of each student were then examined for all available objective data.

After examining the school records, a visit was made to the home of each student for an interview. When it was impossible to interview the student, a family member or one closely associated with the student was visited. The Superintendent of the Department of Public Welfare provided the information concerning the relief status of each of the families considered.

In obtaining the desired information a personal data sheet prepared by the writer was used. The three factors studied were: individual factors--age at time of leaving school, sex, health, employment status, and intelligence; educational factors--attendance, enrollment status, school progress, participation in school activities; family factors--marital status of parents, size of family, education of parents, economic status of family.

The writer secured the data, assembled and tabulated it, giving an interpretation of the findings. On the basis of these findings, conclusions were drawn and recommendations made.

Chapter organization. A review of literature related to the problem is included in Chapter II. Chapter III is a presentation of the findings of the study; Chapter IV, an interpretation. Chapter V gives the conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Several decades ago secondary schools devoted their attention almost exclusively to the college preparation of boys and girls. Today, however, they are being called upon to provide effective training for a relatively unselected group, the majority of whom will probably never attend college. Thus, the fundamental objective of secondary education has been altered.¹

The extent to which the present offerings of the secondary schools are providing profitable activities for an increasing number of students with an expanding range of interests, capacities, and needs might be measured by a study of early school leavers. That early school leaving is a problem is evident from the number of studies that have been made in the area.

A study of 1,300 early school leavers was made by the National Child Labor Committee in an effort to determine why many boys and girls leave school before completing their high school course. The study was undertaken in the belief that once the basic reasons that prompt such a decision are

¹Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School (New York: McGraw-Hill Book Company, Inc., 1939), p. 3.

understood, preventive measures can be developed. In initiating the study, the National Child Labor Committee selected representative cross-sections of the population in respect to social, economic, racial and educational background, including small towns and rural areas as well as the large metropolitan centers.

By means of school records, subjective opinions of teachers, and interviews, it was concluded that students leave school prior to graduation for the following reasons:²

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	Frequency no.	Per cent
Reasons relating to school		
Preferred work to school	342	36
Was not interested in school	104	11
Could not learn and was discouraged	66	7
Was failing and did not want to repeat grade	55	6
Disliked a certain teacher	47	5
Disliked a certain subject	30	3
Could learn more out of school than in school	16	1
Financial reasons		
Needed money to buy clothes and help at home	144	15
Wanted spending money	55	6
Personal reasons		
Ill health	49	5
Friends had left school	29	3
Parents wanted youth to leave school	20	2

²Harold J. Dillon, Early School Leavers--A Major Educational Problem (New York: National Child Labor Committee, 1949), pp. 49-50.

The majority of these leavers terminated their schooling prior to completing the tenth grade, 54 per cent leaving at the age of sixteen and 26 per cent leaving at the age of seventeen. The boys constituted 54 per cent of early leavers; the girls, 46 per cent.

The school leavers had transferred frequently from one school to another, two thirds having transferred three or more times, exclusive of the normal progress transfer. Failure of subjects and repetition of grades had been experienced by the majority.

As a result of the study, the following symptoms of vulnerability to early school leaving were given.³ First, fairly consistent repression in scholarship from elementary to junior to senior high school. Second, frequent grade failures in the elementary school. Fourth, marked regression in attendance from elementary to junior to senior high school. Fifth, frequent transfers from one school to another. Sixth, evidence of a feeling of insecurity or "lack of belonging" in school. Seventh, marked lack of interest in school work.

The American Youth Commission of the American Council on Education has also made a study of the conditions and attitudes of 13,528 young people between the ages of sixteen

³Ibid., p. 82.

and twenty-four in the State of Maryland. The purpose of this study, which is probably one of the most comprehensive of its kind ever undertaken, was to discover the essential needs of youth, and, once these discoveries were made, to recommend how their needs might best be met.

Howard M. Bell gives a report of this study in his book, Youth Tell Their Story. According to Bell, the most pressing problems of these youth are:⁴

1. Employment. For thousands of youth, this means getting a job. For many others, it means a wage that will provide both an acceptable standard of living, and an opportunity to provide for future years.

2. Education. For large numbers who have been forced out of school for economic reasons, this means the creation of a less fictitious equality of opportunity, and, for many others who are still in school, it means an educational program that is more clearly in harmony with their interests and needs.

3. Recreation. For no less than millions of young people, this calls for an awakening on the part of communities to the social as well as the personal values of healthful and satisfying recreation, and a determination to develop leisure-time programs that will not only absorb energies that often lead to delinquent behavior, but which also add something valuable to the spiritual stature of those who participate in them.

The study also gives the factors which affected the amount of schooling the youth received. The first factor was race; the probability that a Negro youth will not go beyond the eighth grade was twice as great as it was for the

⁴Howard M. Bell, Youth Tell Their Story (Washington, D. C. ⁴Howard M. Bell, Youth Tell Their Story (Washington, American Council on Education, 1938), pp. 254-55.

white. Second, the relief status, 68 per cent of the youths whose families were on relief failed to go beyond the eighth grade. Third, sex, a larger proportion of boys than girls failed to go beyond the eighth grade. Fourth, the larger the family, the greater the probability was that the youth would leave school early. Fifth, the occupation of the father, two out of every three whose fathers were unskilled laborers failed to go beyond the eighth grade, while only one out of every thirteen of the children of fathers engaged in the professions failed to go beyond the elementary school level.

The NEA News gives another study of why students drop out of school before they graduate in the Syracuse, New York, public school. Of the 49,383 ninth grade students registered from October, 1928 through October, 1946, 44 per cent did not graduate. These students, representing all of the major occupational groups in the city, gave the following reasons for withdrawal, in order of their frequency: dissatisfaction with school, inability to discern the relationship between school subjects and future occupations, over age for the grade, inability to get along with teacher, inability to learn, failure of school to offer suitable subjects, lack of sufficient credits for graduation.⁵

⁵NEA News, Vol. 4, No. 17, November 3, 1950, p. 4.

The scholastic aptitude test records of the drop-outs interviewed indicated that over one-half of the drop-outs were able to do satisfactory secondary school work.

A similar study was also made in Danville, Virginia, a city of 33,000 people, in an effort to find out why the elementary schools have had and continue to have an appreciable number of individuals leaving school before completing the elementary course. In order to reach the immediate reasons for the student's withdrawal all factors concerned were sought. As a result the following reasons were given, in order of their frequency: economic, physical, loss of interest, failure, withdrawn by courts, maladjustments, difficulties with teachers.

From the data collected in the study the following conclusions were made:⁶

1. Retardation was a determining factor for withdrawal. All pupils who had left voluntarily were retarded; no student was accelerated.

2. Delinquency was prevalent among the drop-outs.

3. Socio-economic conditions in the lives of the dropouts appeared to be closely related to their failure to complete their school work. Three fourths of the fathers were employed as semi-skilled textile workers in the low wage group. None of the fathers belonged to a professional group.

Harold W. Ford, "A Study of Drop-outs in the Elementary Schools of Danville, Virginia," (unpublished Master's thesis, University of Virginia, Charlottesville, 1939), p. 127.

4. Two years after the students had left school only 37 per cent of them were regularly employed.

On January 24-27, 1950, the Work Conference on Life Adjustment Education met in Chicago, Illinois, adopting as its theme "Why Do Boys and Girls Drop out of School and What Can We Do about It?" According to the report of this conference, there are certain symptoms which appear repeatedly and are helpful in identifying the potential drop-outs. Among these symptoms are: personal data on cumulative records indicative of potential maladjustment; intermittent and irregular absence and excessive tardiness; poor reading ability; physical and health problems; repeated tendency toward failure in formal school experiences; lack of active participation in school activities; parental indifferences; significant data relating to family tensions; lack of a personal sense of belonging; financial problems; inability to get along with school associates; dislike for certain subjects; excessive interest in gainful work outside of school; unusual behavior patterns, such as extreme introvert or extrovert tendencies; lack of proper teacher-pupil relationship; emotional instability; boredom and restlessness.⁷

The conference also indicated that there are curriculum problems and practices which are related to the holding

⁷Federal Security Agency, Why Do Boys and Girls Drop out of School, and What Can We Do about It? (Washington, D. C.: United States Government Printing Office, 1950), pp. 45-46.

power of the school. Some of these problems are:⁸

1. Secondary schools as are now organized do not meet the needs of all students in many large city school systems.
2. Class time allotments of 45 to 60 minutes do not provide for flexibility of program, special needs of students, or unity of larger units of work.
3. Rigid and inflexible curricula for three or four school years have been planned largely along subject matter lines.
4. Pupil progress and accounting policies have been based upon credits and courses.
5. Undue emphasis on subject matter and skill mastery with attendant testing practices have a negative effect on pupil adjustment.
6. Present promotional practices based upon practices related to 3, 4, and 5 above occasion pupil retardation.
7. Classes are often larger than can be handled by teachers and the known requirements of the instructional area.
8. Social stigma is often associated with diplomas designated as to patterned curricula, i. e., college preparatory and vocational.
9. School leaving is associated with activity fees, club dues, book costs.
10. The program of studies is not adapted to the common needs of students.
11. There is a scarcity of materials of suitable reading difficulty for pupils of advanced social maturity.
12. Curricular experiences are not closely related to life situations.

⁸Ibid., pp. 43-44.

13. The special interests and needs of pupils are not adequately served.

14. Potential early school leavers often do not participate in student activities.

15. Potential early school leavers do not feel that they belong.

Still another study was made in Louisville, Kentucky. The underlying objective of this study which included 324 youths, fourteen through nineteen years of age, was to obtain a sound factual foundation for understanding the implications of the employment problems facing youths and for planning improved opportunities and services for them.

According to the study, the decision to leave school usually resulted from complex pressures involving educational maladjustment, economic need, desire for independence, and various other factors. Two thirds of the 438 non-graduates interviewed gave dissatisfaction with school as their reason for dropping out. Dissatisfaction resulted from failure of courses, dislike for courses and teachers, and inability to adjust after transferring from another school.

34 per cent of the young people included in the study were unemployed, the rate of unemployment decreasing as ages increased. The children leaving school in the eighth grade or sooner were consequently having greater difficulties. The fourteen and fifteen year olds who were successful in finding employment were working as delivery boys; service workers

in laundries, restaurants, or hospitals; salesgirls; waitresses; kitchen helpers, or similar jobs requiring the minimum of skill and experience. The sixteen and seventeen year olds had shifted from service occupations to clerical and sales occupations and semi-skilled factory workers.

The families of the early leavers were larger than average, the median number of persons per family being 5.7. It was also evident that the attitude of parents and other family members greatly influenced the amount of schooling the youth received, the absence of encouragement contributing to early leaving.

The Department of Labor in reporting the study indicates that educators, counseling and social welfare experts, and citizen groups can and will find means of stopping much of the early school leaving. Among the means suggested are: enriched and more flexible curricula; relief of financial burdens of many parents and students; strengthened guidance services; improved health services; and an integration of the total program with those forces in the community which are concerned with the educational, vocational, and social well-being of youth.⁹

These studies which have been reviewed do not by any means cover the entire field. However, they do indicate the

⁹United States Department of Labor, Hunting A Career (Washington, D. C.: Bureau of Labor, 1949), pp. 29-30.

seriousness of the problem of early school leavers. They indicate that the causes of early school leaving are complex. There is no single answer, or easy solution.

Regardless of the number of studies which have been conducted concerning this subject, they have not solved the problem of the writer of this particular study.

CHAPTER III

PRESENTATION OF FINDINGS

The findings of this study will be presented in two parts: Part I, the drop-out; Part II, the graduate. In each part three leading factors will be discussed, namely, individual, educational, and family factors.

I. THE DROP-OUT

Individual factors. In studying the drop-out as an individual, five factors will be considered. They are: sex, age at time of leaving school, health, employment status, intelligence.

Of the fifty-one drop-outs included in the study, twenty-two, or 43.1%, were girls and twenty-nine, or 56.7%, boys. Table IV shows the age of each at the time of leaving school.

TABLE IV
AGE OF DROP-OUTS AT TIME OF LEAVING SCHOOL

Age	Number of girls	Number of boys	Total	
			No.	Per cent
14	3		3	5.9
15	2	4	6	11.8
16	12	13	25	49.0
17	3	6	9	17.6
18	2	4	6	11.8
19		2	2	3.9

In a study of this type, health is an important factor. The Buena Vista High School cooperates with the State Board of Education in providing a health program. Twice each year, in the fall and again in the spring, each child is examined in respect to eyes, ears, throat, teeth, and height and weight. Those students meeting the minimum requirements in these five respects are classified as "five-pointers." Table V shows the number of years each drop-out was a "five-pointer."

TABLE V
NUMBER OF YEARS DROP-OUTS WERE "FIVE-POINTERS"

Number of Years	Boys	Girls	Total	
			No.	Per cent
0	10	5	15	29.4
1	6	10	16	31.4
2	4	3	7	13.7
3	2	2	4	7.8
4	2	0	2	3.9
5	4	1	5	9.8
6	1	0	1	2.0
7	0	1	1	2.0

Information was sought as to the employment status of the drop-outs. It was found that thirteen persons, eight boys and five girls, were unemployed. While 25.5% were unemployed, 74.5% had been successful in finding jobs. Ten, or 45.5%, of the girls were housewives; others were working as maids, laundresses, and keeping house for parents who were working. Ten, or 34.5% of the boys, had entered the armed

services; other boys were working as clerks in stores, filling station attendants, and in the factories.

Table VI shows the occupations of these drop-outs classified according to the Dictionary of Occupational Titles.¹ This does not include housewives or those in armed services.

TABLE VI
OCCUPATIONS OF THE DROP-OUTS
CLASSIFIED ACCORDING TO THE DICTIONARY OF OCCUPATIONAL TITLES

Classification	No. of boys	No. of girls	Total No.	Per cent
Professional and managerial occupations	0	0	0	0.0
Clerical and sales occupations	4	2	6	33.3
Service occupations	0	5	5	27.8
Agricultural, fishery, fostery, and kindred occupations	0	0	0	0.0
Skilled occupations	0	0	0	0.0
Semi-skilled occupations	7	0	7	38.9
Unskilled occupations	0	0	0	0.0

Information was also sought as to the employment status of the drop-outs before they left school. Thirteen boys and eight girls, totaling twenty-one, or 42%, said that they worked while attending school. The approximate number of hours worked per week is given in Table VII.

¹Division of Occupational Analyses, United States Employment Service Dictionary of Occupational Titles, Vol. II (Washington, D. C.: United States Government Printing Office, 1949), pp. ix-xviii.

TABLE VII

NUMBER OF HOURS WORKED PER WEEK BY DROP-OUTS
BEFORE THEY LEFT SCHOOL

No. of hours	No. of boys	No. of girls	Total	
			No.	Per cent
15-20	13	7	20	95.2
21-40		1	1	4.8

Intelligence is another factor to be considered in making a study of drop-outs. Early in their school life, the students were given the Pintner-Cunningham Primary Test. Results, which were available for thirty-three of the drop-outs, show a range in intelligence quotients from 67 to 113. During their freshman year, students were given the Otis Mental Ability Test which also yields intelligence quotients. The scores on this test show a range in intelligence quotients from 67 to 118. The results of the Pintner-Cunningham Primary Test and the Otis Mental Ability Test are given in Table VIII.

TABLE VIII

INTELLIGENCE QUOTIENTS OF THE DROP-OUTS

I. Q. Pintner Cunningham Primary Test					Otis Mental Ability Test			
	Boys	Girls	Total		Boys	Girls	Total	
			No.	Per cent			No.	Per Cent
60-70	1	0	1	3.0	0	1	1	5.0
71-80	2	2	4	12.1	1	0	1	5.0
81-90	4	5	9	27.3	2	2	4	20.0
91-100	7	5	12	36.4	3	5	8	40.0
101-110	0	3	3	9.1	2	3	5	25.0
111-120	3	1	4	12.1	1	0	1	5.0

Educational factors of drop-outs. In studying the educational factors of the drop-outs, four factors will be considered. Attendance, enrollment status, school progress, and participation in school activities.

As a means of studying the attendance of the drop-outs, the writer tabulated the per cent of days absent for each child during elementary school and high school, and on the basis of this, the average per cent of days absent in each school. The results are shown in Table IX.

TABLE IX
AVERAGE PER CENT OF DAYS DROP-OUTS WERE ABSENT
BEFORE LEAVING SCHOOL

	Average per cent for boys	Girls
Elementary school	9.8	7.3
High school	8.4	8.5

70.6% of the drop-outs left school during their freshman or sophomore year. Table X shows the grade placement of each drop-out at the time of withdrawal.

TABLE X
GRADE PLACEMENT OF THE DROP-OUTS

Grade	Number of boys	Number of girls	Total	
			No.	Per cent
Freshman	10	8	18	35.3
Sophomore	10	8	18	35.3
Junior	6	4	10	19.6
Senior	3	2	5	9.8

Of the fifty-one drop-outs studied, eight boys and six girls, totaling fourteen (27.5%), had transferred from another school system.

To determine the school progress of the students three factors were considered: number of elementary grades repeated; number of high school subjects repeated; number of students passing the minimum number of courses required for promotion.

Table XI shows the number and per cent of grades repeated. Twenty-one, or 41.1%, of the fifty-one drop-outs had repeated one or more grades.

TABLE XI
NUMBER OF ELEMENTARY GRADES REPEATED BY DROP-OUTS

Number of grades	Boys	Girls	No.	Total
				Per cent
0	15	15	30	58.8
1	6	4	10	19.6
2	7	2	9	17.6
3	1	1	2	3.9

Table XII shows the number and per cent of high school subjects repeated. Twenty-eight, or 54.9%, of the dropouts had repeated one or more subjects.

TABLE XII

NUMBER OF HIGH SCHOOL SUBJECTS REPEATED BY DROP-OUTS

Number of subjects	Boys	Girls	Total	
			No.	Per cent
0	10	13	23	45.1
1	4	5	9	17.6
2	6	2	8	15.7
3	1	2	3	5.9
4	7	0	7	13.7
5	1	0	1	2.0

Twenty boys and eleven girls, a total of thirty-one, or 60.8%, were not passing the minimum number of courses required for promotion at the time of withdrawal.

Twenty-five, or 49%, of the fifty-one dropouts studied did not participate in any extra-curricular activities. The data concerning their participation in extra-curricular activities are given in Table XIII.

TABLE XIII

NUMBER OF EXTRA-CURRICULAR ACTIVITIES IN WHICH
DROP-OUTS PARTICIPATED WHILE STILL IN SCHOOL

Number of activities	Boys	Girls	No.	Total	
				Per cent	
0	16	9	25	49.0	
1	6	9	15	29.4	
2	6	9	10	19.6	
3	1	0	1	2.0	

From the total number of drop-outs, only one (2%) had received any special recognition or honor.

Ten, or 20%, of the students, six boys and four girls, said that they had a hobby.

Reasons for leaving school. Early in the course of the study it became evident that the boys and girls did not drop out of school because of one single reason. Usually there were at least two important reasons for their withdrawal. However, there was a certain relationship between the two. The writer tabulated the reasons as primary reasons and secondary reasons and the results are shown in Table XIV. 60% of the students dropped out of school for reasons related to school. 16% left because of financial reasons; 24%, personal reasons.

Family status of the drop-out. In studying the family status of the drop-outs, four factors will be considered: marital status of parents, size of family, education of parents, and economic conditions of the family.

The information available for the fifty families of the drop-outs shows that 42% of the homes had been broken. In one case where the home had been broken by separation, the child was left to shift from one relative to another; his younger brothers and sisters had been placed in an orphanage. Table XV shows the number of homes disrupted by divorce, separation, or death.

TABLE XV
CAUSES OF BROKEN HOMES OF DROP-OUTS

Homes broken by:	No. of boys	No. of girls	Total	
			No.	Per cent
Divorce	4	5	9	18.0
Separation	1		1	2.0
Death	4	7	11	22.0

The data also show that the average number of children in the families of the drop-outs was five. Table XVI shows the number of children in each family.

TABLE XVI
SIZE OF FAMILY OF DROP-OUTS

Number of children in family	Boys	Girls	Total
1	2	1	3
2	2	2	4
3	8	4	12
4	1	3	4
5	3		3
6	6	3	9
7	2	1	3
8	2	3	5
9	2		2
10		3	3
11			
12	1		1
13		1	1
			Mean: 5

In considering the size of the family, it is also significant to note the number of families living in each home. This information is given in Table XVII.

TABLE XVII
NUMBER OF FAMILIES LIVING IN THE HOMES OF DROP-OUTS

Number of families	Boys	Girls	Total	
			No.	Per cent
1	23	13	36	73.5
2	5	6	11	22.4
3		2	2	4.1

The third factor to be considered in relationship to the family is the education of the parents. From the group of fifty for whom information was available, eleven mothers, or 22%, had attended high school. Three attended for one

year, six attended for two years, while only two graduated. Of the nine fathers who attended, three attended for one year; three, two years; one, three years. Two of the fathers were high school graduates. In no case had any of the parents of the drop-outs received college training.

Three factors were considered in relation to the economic status of the family: occupations of the parents, whether the home was owned or rented, and whether the family had received assistance from the department of public welfare.

The data concerning the occupation of the parents indicate that 8.9% of the fathers and 4.2% of the mothers were unemployed. 29.8% of the mothers of the drop-outs were employed outside the home. Tables XVIII and XIX show the occupations of the fathers and mothers, respectively, according to the classification in the Dictionary of Occupational Titles.²

²Ibid.

TABLE XVIII

OCCUPATIONS OF FATHERS OF DROP-OUTS
CLASSIFIED ACCORDING TO THE DICTIONARY OF OCCUPATIONAL TITLES

Classification	No. of boys	No. of girls	Total	
			No.	Per cent
Professional and managerial occupations	2	1	3	7.3
Clerical and sales occupations	1	2	3	7.3
Service occupations	1	3	4	9.8
Agricultural, fishery, fostery, and kindred occupations	0	0	0	0.0
Skilled occupations	5	0	5	12.2
Semi-skilled occupations	16	10	26	63.4
Unskilled occupations	0	0	0	0.0

TABLE XIX

OCCUPATIONS OF MOTHERS OF DROP-OUTS
CLASSIFIED ACCORDING TO THE DICTIONARY OF OCCUPATIONAL TITLES

Classification	No. of boys	No. of girls	Total	
			No.	Per cent
Professional and managerial occupations	0	0	0	0.0
Clerical and sales occupations	2	1	3	21.4
Service occupations	0	0	0	0.0
Agricultural, fishery, fostery, and kindred occupations	0	0	0	0.0
Skilled occupations	0	0	0	0.0
Semi-skilled occupations	5	6	11	78.6
Unskilled occupations	0	0	0	0.0

Table XX shows the number and per cent of families who owned and rented their homes.

TABLE XX
NUMBER OF HOMES OWNED AND RENTED BY PARENTS OF DROP-OUTS

	Boys	Girls	No.	Total Per cent
Owned	11	7	18	36.7
Rented	17	14	31	63.3

Of the fifty-one families included in the study, nine, or 18.4%, of them were on relief at the time of the child's withdrawal. Twenty, or 40.8%, of the families had received assistance at one time or another while the child was attending school.

II. THE GRADUATE

The data concerning the sixty-six graduates included in the study will be presented as in Part I: individual, educational, and family factors.

Individual factors. The five factors considered in studying the individual are: sex, age at time of leaving school, health, employment status, intelligence.

Thirty-nine, or 59.1%, of the sixty-six graduates were girls; twenty-seven, or 40.9%, boys. Table XXI shows the age of each graduate at the time of leaving school.

TABLE XXI
AGE OF GRADUATES AT TIME OF LEAVING SCHOOL

Age	Number of girls	Number of boys	Total	
			No.	Per cent
15	0	1	1	1.5
16	12	2	14	21.2
17	21	15	36	54.5
18	5	5	10	15.2
19	1	3	4	6.1
22	0	1	1	1.5

Findings concerning the health of these students are presented in Table XXII and can be interpreted in the same way as Table V in Part I concerning the health of the drop-outs.

TABLE XXII
NUMBER OF YEARS GRADUATES WERE "FIVE-POINTERS"

Number of Years	Boys	Girls	Total	
			No.	Per cent
0	4	8	12	18.0
1	2	4	6	9.1
2	2	6	8	12.1
3	1	2	3	4.5
4	3	5	8	12.1
5	3	1	4	6.1
6	0	3	3	4.5
7	0	0	0	0.0
8	2	3	5	7.6
9	0	1	1	1.5
10	6	2	8	12.1
11	4	4	8	12.1

The data concerning the employment status of the graduates show that 6.3% or four, three boys and one girl, are unemployed. Four boys, five girls, a total of nine, or 13.6%, are now in college. Eleven, or 28.2%, of the girls are housewives; others have filled positions as clerical workers, clerks in stores, beauticians, and factory workers. One boy, representing 3.7%, had entered the armed services; others were factory workers, clerical workers, clerks in stores, and garage attendants.

Table XXIII shows the occupations of these graduates, classified according to the Dictionary of Occupational Titles.³ This table does not include the 13.6% in college, 3.7% in the armed services, or the 28.2% of housewives.

TABLE XXIII

OCCUPATIONS OF THE GRADUATES
CLASSIFIED ACCORDING TO THE DICTIONARY OF OCCUPATIONAL TITLES

Classification	No. of boys	No. of girls	No.	Per cent
Professional and managerial occupations	0	0	0	0.0
Clerical and sales occupations	5	9	14	37.8
Service occupations	1	2	3	8.1
Agricultural, fishery, forestry, and kindred occupations	0	0	0	0.0
Skilled occupations	0	0	0	0.0
Semi-skilled occupations	14	6	20	54.1
Unskilled occupations	0	0	0	0.0

³Ibid.

Information concerning the employment status while attending school indicates that thirteen boys and eleven girls, a total of twenty-four, or 38.1%, of the graduates worked while attending school. The approximate number of hours worked per week is shown in Table XXIV.

TABLE XXIV
NUMBER OF HOURS WORKED PER WEEK BY GRADUATES
WHILE ATTENDING SCHOOL

No. of hours	No. of boys	No. of girls	Total	
			No.	Per cent
8-15	8	9	17	70.8
16-22	5	2	7	29.2

Intelligence which is another factor to be studied in relationship to the graduate was treated in the same manner as it was for the drop-out. The intelligence quotients, according to the Pintner-Cunningham Primary Test, range from 81 to 129 for the sixteen graduates for whom information was available. The intelligence quotients are again represented from the Otis Mental Ability Test. The data concerning the Pintner-Cunningham Primary Test and the Otis Mental Ability Test are represented in Table XXV.

TABLE XXV

INTELLIGENCE QUOTIENTS OF THE GRADUATES

I. Q.	Pintner Cunningham Primary Test				Otis Mental Ability Test			
	Boys	Girls	Total		Boys	Girls	Total	
			No.	Per cent			No.	Per cent
70- 80	0	0	0	0.0	0	1	1	3.1
81- 90	1	3	4	25.0	1	3	4	12.5
91-100	1	1	2	12.5	6	10	16	50.0
101-110	4	1	5	31.3	2	6	8	25.0
111-120	1	3	4	25.0	1	0	1	3.1
121-130	1	0	1	6.3	1	1	2	6.3

Educational factors of graduates. The four educational factors of the graduates which were considered were: attendance, enrollment status, school progress, and participation in school activities.

As a means of studying the attendance of the graduate, the writer tabulated the per cent of days absent during elementary and high school for each child. On the basis of this, the average per cent of days absent in each school was tabulated. This is the same procedure as was used for the dropouts. The results are given in Table XXVI.

TABLE XXVI

AVERAGE PER CENT OF DAYS GRADUATES WERE ABSENT

	Average per cent for boys		Girls
Elementary school	4.6		6.3
High school	4.8		4.5

Five boys and sixteen girls, representing a total of twenty-one, or 31.8%, of the graduates had transferred from another school system.

To indicate the school progress of the graduates, the writer secured data concerning the number of elementary grades repeated and the number of high school subjects repeated. The results are given in Tables XXVII and XXVIII, respectively.

TABLE XXVII

NUMBER OF ELEMENTARY GRADES REPEATED BY GRADUATES

Number of grades	Boys	Girls	Total	
			No.	Per cent
0	22	36	58	87.9
1	4	3	7	10.6
2	1		1	1.5

TABLE XXVIII

NUMBER OF HIGH SCHOOL SUBJECTS REPEATED BY GRADUATES

Number of subjects	Boys	Girls	Total	
			No.	Per cent
0	17	27	44	66.7
1	3	10	13	19.7
2	2	2	4	6.1
3	1	0	1	1.5
4	1	0	1	1.5
5	1	0	1	1.5
6	2	0	2	3.0

Approximately 92% of the graduates had participated in one or more extra-curricular activities. The data

concerning their participation in extra-curricular activities are given in Table XXIX.

TABLE XXIX
NUMBER OF EXTRA-CURRICULAR ACTIVITIES IN WHICH
GRADUATES PARTICIPATED

Number of activities	Boys	Girls	No.	Total
				Per cent
0	4	1	5	7.8
1	2	7	9	14.1
2	3	8	11	17.2
3	5	4	9	14.1
4	7	3	10	15.6
5	3	4	7	10.9
6	2	5	7	10.9
7	0	1	1	1.5
8	0	2	2	3.0
9	1	2	3	4.6

Approximately 30% of the sixty-three graduates for whom data were available had received special recognition either in their school work or extra-curricular activities.

Thirty-seven, or 58.7%, of the graduates, eighteen boys and nineteen girls, said that they had a hobby.

Family factors of the graduates. The four factors studied concerning the family of the graduate were: marital status of parents, size of family, education of parents, and economic status of the family.

The information available for sixty-three of the graduates shows that thirteen, or 20.6%, of the homes had been broken. Table XXX shows the number and per cent of

homes which have been disrupted by divorce, separation, or death.

TABLE XXX
CAUSES OF BROKEN HOMES OF GRADUATES

Homes broken by:	No. of boys	No. of girls	Total	
			No.	Per cent
Divorce	1	3	4	6.4
Separation		2	2	3.2
Death	4	3	7	11.1

The data also show that the average number of children in the families of the graduates was four. Table XXXI represents the number of children in each family.

TABLE XXXI
SIZE OF FAMILY OF THE GRADUATES

Number of children in family	Boys	Girls	Total
1	2	4	6
2	6	8	14
3	5	9	14
4	7	3	10
5	3	5	8
6	1	3	4
7	1	0	1
8	1	0	1
9	1	0	1
10	0	1	1
11	0	0	0
12	0	1	1
			Mean: 4

The number of families living in each of the homes is represented in Table XXXII.

TABLE XXXII

NUMBER OF FAMILIES LIVING IN THE HOME OF THE GRADUATES

Number of families	Boys	Girls	No.	Total	
				No.	Per cent
1	23	29	52		83.9
2	4	6	10		16.1

The data on the education of the parents of the graduates indicate that thirty-eight mothers, or 61.3%, attended high school; eighteen, or 47.4%, of those who attended graduated. Table XXXIII shows the number of years each mother attended.

TABLE XXXIII

NUMBER OF YEARS MOTHERS OF GRADUATES ATTENDED HIGH SCHOOL

Number of years	Boys	Girls	No.	Total	
				No.	Per cent
1	2	3	5		13.2
2	4	6	10		26.3
3	2	3	5		13.2
4	8	10	18		47.4

Thirty-four, or 54.8%, of the fathers attended high school and seventeen, or 50%, of those who attended graduated. Table XXXIV shows the number of years each father attended.

TABLE XXXIV

NUMBER OF YEARS FATHERS OF GRADUATES ATTENDED HIGH SCHOOL

Number of years	Boys	Girls	No.	Total	
				Per cent	
1	1	5	6	17.6	
2	3	4	7	20.6	
3	1	3	4	11.8	
4	7	10	17	50.0	

Ten, or 16.1%, of the mothers of the graduates attended college, three, or 30%, of them having graduated. Five attended two years; two, three years. Five, or 8.1%, of the fathers attended college; three, or 60%, of them graduated. Two attended for two years.

Three aspects of the economic status of the parents were considered: the occupations of the parents, whether the home was owned or rented, and whether the family had received assistance from the Department of Public Welfare.

The data available for fifty-six of the parents show that one, or 1.79%, of the fathers was unemployed. Fifteen, or 24.6%, of the mothers were employed in jobs outside of the home. Table XXXV and Table XXVI show the occupations of the fathers and mothers, respectively, according to the classification in the Dictionary of Occupational Titles.⁴

⁴Ibid.

TABLE XXXV

OCCUPATIONS OF FATHERS OF THE GRADUATES
CLASSIFIED ACCORDING TO THE DICTIONARY OF OCCUPATIONAL TITLES

Classification	No. of boys	No. of girls	Total No.	Total Per cent
Professional and managerial occupations	5	4	9	16.4
Clerical and sales occupations	1	0	1	1.8
Service occupations	0	0	0	0.0
Agricultural, fishery, fosterery, and kindred occupations	0	0	0	0.0
Skilled occupations	5	8	13	23.6
Semi-skilled occupations	11	19	30	54.6
Unskilled occupations	1	1	2	3.6

TABLE XXXVI

OCCUPATIONS OF MOTHERS OF THE GRADUATES
CLASSIFIED ACCORDING TO THE DICTIONARY OF OCCUPATIONAL TITLES

Classification	No. of boys	No. of girls	Total No.	Total Per cent
Professional and managerial occupations	1	2	3	20.0
Clerical and sales occupations	0	2	2	13.3
Service occupations	0	0	0	0.0
Agricultural, fishery, fosterery, and kindred occupations	0	0	0	0.0
Skilled occupations	0	0	0	0.0
Semi-skilled occupations	4	6	10	66.7
Unskilled occupations	0	0	0	0.0

Table XXXVII shows the number and per cent of homes of the graduates which are rented and owned.

TABLE XXXVII

NUMBER OF HOMES OWNED AND RENTED BY PARENTS OF GRADUATES

	Boys	Girls	No.	Total Per cent
Owned	21	16	37	59.7
Rented	6	19	25	40.3

Of the sixty-six families included in the study, five, or 7.6%, of the families were dependent upon assistance from the Department of Public Welfare at the time the child left school. Fourteen, or 21.2%, of the families had received assistance during part of the time the child was attending high school.

The findings of this study have been presented in two parts: Part I, the drop-outs; Part II, the graduate. In each part individual, educational, and family factors were discussed. It is evident that there are similarities and differences between the drop-outs and graduates indicative of early school leaving. These similarities and differences will be discussed in the following chapter.

CHAPTER IV

INTERPRETATION OF FINDINGS

In this chapter the writer will make a comparison of the drop-outs and the graduates in an effort to determine in what respects the two groups are like or unlike. Again three leading factors will be discussed: individual, educational, and family factors.

Individual factors. In comparing the drop-outs and the graduates as individuals, the same five factors will be considered as in Chapter III. These five factors are: sex, age at time of leaving school, health, employment status, and intelligence.

There were 117 students included in the study: Sixty-one, or 52.1%, boys and fifty-six, or 57.9%, girls. 56.7% of the drop-outs were boys while only 40.9% of the graduates were boys. According to this study then, it appears that in Buena Vista more boys drop out of school than girls, or, more girls remain in school until graduation.

Approximately one-half (49%) of the drop-outs left school at the age of sixteen. This was probably due to the fact that the compulsory attendance law requires them to remain in school until they have reached this age. Seventeen was the age at which the majority (54.5%) of the

graduates left school. However, 21.2% of the graduates completed their course of study at the age of sixteen.

Comparing the health of the two groups, it appears that the graduate was slightly superior to the drop-out. Fifty-four, or 81.8%, of the graduates and thirty-six, or 70.6%, of the drop-outs were "five pointers" for one or more years. The distribution as to the number of years is shown in Table XXXVIII, which is a composite of Tables V and XXII in Chapter III.

TABLE XXXVIII

NUMBER OF YEARS STUDENTS WERE "FIVE POINTERS"

Number of years	Drop-outs		Graduates	
	No.	Per cent	No.	Per cent
0	15	29.4	12	18.0
1	16	31.4	6	9.1
2	7	13.7	8	12.1
3	4	7.8	3	4.5
4	2	3.9	8	12.1
5	5	9.8	4	6.1
6	1	2.0	3	4.5
7	1	2.0	0	0.0
8	0	0.0	5	7.6
9	0	0.0	1	1.5
10	0	0.0	8	12.1
11	0	0.0	8	12.1

There seems to be a positive relationship between the employment status of students and the length of time spent in school. 25.5% of the drop-outs are now unemployed. Comparing this to the 6.3% of unemployed graduates, it appears

that drop-outs have more difficulty in finding jobs than do the graduates.

There also seems to be a difference in the types of occupations engaged in by the two groups. More of the graduates (91.9%) had secured employment in clerical and sales occupations and semi-skilled occupations than had the dropouts (72.2%). The girls who drop out of school tend to marry earlier than the girls who graduate. 47.6% of the girls who dropped out are married and 29.7% of the girls who graduated are married.

More drop-outs (42%) were working while attending school than were the graduates (38.1%). The drop-outs were also working longer hours; 95.2% were working 15 to 20 hours per week, while 70.8% of the graduates worked from 8 to 15 hours per week.

The data available concerning the intelligence quotients of the students are hardly sufficient to make an adequate comparison. Only sixteen scores of the graduates were available on the Pintner Cunningham Primary Test and, while thirty-two scores were available on the Otis Mental Ability Test, these scores did not include the scores of the top ranking students. According to the available data, there is a tendency, however, for the drop-outs to have lower intelligence quotients than the graduates.

Educational factors. In an effort to determine in what respects drop-outs are like or unlike pupils who remained in school until graduation in respect to educational factors, four factors will be considered: attendance, enrollment status, school progress, and participation in school activities.

As to the attendance of the two groups, the drop-outs missed more time from school than did the graduate. However, there seemed to be no marked regression in the attendance of the drop-out from elementary school to high school.

As to the enrollment status of the students included in this study, there appeared to be no relationship between the length of time the student stayed in school and whether he was a transfer student from another school system or a regularly enrolled student. Twenty-one, or 31.8%, of the graduates were transfer students and only fourteen, or 27.5%, of the drop-outs.

The school progress of a child seems to be an important indication of length of time to be spent in school. 41.1% of the drop-outs had repeated one or more grades, while only 12.1% of the graduates had been retarded.

Also important was the number of high school subjects repeated by the drop-out. 54.9% of the withdrawals had repeated one or more subjects and 33.3% of the graduates.

The majority of the drop-outs were neither passing their subjects nor participating in extra-curricular activities offered by the school. 60.8% of those students who dropped out before completing the required courses were failing at the time of withdrawal. 49% of them did not participate in a single activity while attending school. 91.9% of the graduates had participated in at least one activity and over three-fourths (77.9%) of them participated in more than one. 31.1% of the graduates had received special recognition while only 2% of the dropouts had experienced such recognition.

Very few of the drop-outs appeared to be interested in hobbies. Only 20% stated that they had a hobby. The graduates, unlike the drop-outs, seemed to be more interested. 58.7% of them had hobbies.

Family factors. In comparing the families of the drop-outs and the graduates, four factors will be considered: marital status of parents, size of family, education of parents, and economic status of family.

From the data given in Chapter III, it appears that the marital status of parents does affect school withdrawal. In 42% of the cases considered, the family life of the drop-outs had been disrupted by death, divorce, or separation. This was true for only 20.6% of the graduates.

The withdrawals also came from slightly larger families than did the graduates, the average number of children in the families of the former being five and in the latter four.

Table XXXIX, a composite of Tables XVII and XXII in Chapter III, shows that a larger number of drop-outs are living in a home with two or more families.

TABLE XXXIX

NUMBER OF FAMILIES LIVING IN HOMES OF DROP-OUTS AND GRADUATES

Number of families	Drop-outs		Graduates	
	No.	Per cent	No.	Per cent
1	36	73.5	52	83.9
2	11	22.7	10	16.1
3	2	4.1		

The drop-out not only came more often from a broken home, and a larger family, but he was more likely to have poorly educated parents. Over three-fourths of the mothers (78%) and fathers (82%) of the drop-outs had not attended high school. Only four of the total number of parents were high school graduates and none of them had had any college training.

The graduates came from better educated families. 61.3% of the mothers and 54.8% of the fathers had attended high school and approximately 50% of the total number attending had graduated. 16.1% of the mothers and 8.1% of the fathers had had college training.

While the rate of unemployment of the parents was fairly low for both groups, a larger number of fathers of the drop-outs were unemployed (8.9%) than were the fathers of the graduates (1.8%). The employment status of the mothers probably affected school withdrawal. 29.8% of the mothers of the drop-outs were employed outside the home and 24.6% of the mothers of the graduates. Also, 20% of the mothers of the graduates were in professional and managerial occupations; the mothers of the drop-outs were employed either in semi-skilled occupations or clerical and sales occupations.

The occupations of the fathers also appeared to affect the length of stay in school. More (16.4%) of the fathers of the graduates were engaged in professional and managerial occupations than were the fathers of the drop-outs (7.3%). 23.6% of the graduates' fathers were employed in skilled occupations, while 12.2% of the drop-outs' fathers were employed in skilled occupations.

The drop-outs appeared to have come from financially poorer families. Approximately one-third (36.7%) of their parents owned the homes in which they were living. Over one-half (59.7%) of the graduates' homes were owned by their parents. Twice as many of the families of the drop-outs either had been on relief or were on relief at the time of the child's withdrawal.

The data relating to the study has been presented and interpreted. The following chapter will give the conclusions and recommendations of the writer.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions. On the basis of the data presented in this study, there are conclusions which seem to be justified. They are related to: individual, educational, and family factors.

The conclusions related to individual factors are:

1. More boys leave school before completing the required course of study than girls.
2. Approximately one-half (49%) of the drop-outs leave school at the age of sixteen, and the majority (70.6%) leave during their freshman and sophomore years.
3. Physically, the drop-outs are slightly inferior to the graduates.
4. There is a tendency for the drop-outs to have lower intelligence quotients than the graduates.
5. Even though more of the drop-outs work while attending school, when they leave school before completing the required course of study, they have more difficulty in finding permanent employment. 25.5% of the dropouts are now unemployed.

The conclusions related to educational factors are:

1. The attendance data indicate that absenteeism was more of a problem among drop-outs than among graduates.

2. Retardation is symptomatic of early school leaving. Many (41.1%) of the drop-outs had been retarded one or more grades in elementary school. 54.9% had repeated one or more high school subjects and 60.8% were failing at the time of withdrawal.

3. Fewer drop-outs participate in extra-curricular activities than graduates. 49% of the drop-outs had not participated in any extra-curricular activities.

4. Few of the dropouts are interested in hobbies. Only 20% stated that they had hobbies.

The conclusions related to family factors are:

1. The drop-outs more often come from broken homes. 42% of the homes of the drop-outs had been broken.

2. The drop-outs are more likely to come from slightly larger families.

3. The early leavers are more likely to have poorly educated parents. 80% of their parents had not attended high school; none had attended college.

4. The drop-outs appeared to have come from financially poorer families. 63.3% of the parents were renting their homes and 40.8% had received assistance from the Department of Public Welfare. The majority (63.4%) of the fathers of the drop-outs were employed in semi-skilled occupations.

On the basis of the data presented in this study and the conclusions made, the following general characteristics of the drop-out as he appears in the Buena Vista High School are given in order that the potential drop-out might be recognized by the faculty.

1. The potential drop-out will probably be older than the other students in his class, since the majority of the drop-outs leave school at the age of sixteen during their freshman and sophomore years, and the majority of the graduates complete their course of study at the age of seventeen.

2. The potential drop-out will seldom qualify as a "five pointer."

3. There will be a tendency for the potential drop-out to have a lower intelligence quotient.

4. The potential drop-out will more likely be a student who is working while attending school and will probably be working longer hours.

5. The potential drop-out will probably miss more time from school than the other students.

6. The potential drop-out will probably be retarded one or more grades in elementary school, and will probably be failing his high school subjects.

7. The potential drop-out will very seldom participate in extra-curricular activities or exhibit an interest in hobbies.

8. The potential drop-out will not only come more often from a broken home, and a larger family, but will be more likely to have poorly educated parents.

9. The potential drop-out will usually come from a financially poorer family. His parents will most often be renting their home, and will at some time be dependent on assistance from the Department of Public Welfare.

Recommendations. On the basis of the above conclusions, the following recommendations are made:

1. Good health will contribute to regular and continued school attendance. The school should have a comprehensive physical education and health instruction program. Provisions should be made to encourage and assist parents in correcting the physical defects of the students in accordance with recommendations by physicians and dentists. Healthy students today will make happy and effective citizens for tomorrow.

2. Every effort should be made by the school faculty to recognize the symptoms of early school leaving at a time when remedial steps may be taken. The problem should be made more meaningful to teachers by having them participate in studies dealing with the occupational and economic status of drop-outs, their success and failure.

3. The community, businesses, industries, and churches should assist the school personnel in exploring the possibilities of a youth recreational center, adequately staffed with trained workers. The training of young people for constructive use of leisure time should certainly be one of the major objectives of an educational program.

4. The curriculum of the school should be reorganized in order to care for the needs of these students who are withdrawing from school with inadequate training to encounter the problems which they will inevitably face. Provisions should be made in the school program for individual differences in capacity, ability, and interest whereby the needs of the students will more satisfactorily be met and achievement can be experienced. Thus, the holding power of the school will be increased.

5. A comprehensive program of vocational guidance should be developed which will assist each boy and girl in choosing, preparing for, and entering into a vocation in which he can be reasonably sure of success. The educational experiences of these boys and girls should be so organized as to show the relationship between what they are achieving in school and the process of learning to live and make a living. Not only will the youth be more capable of finding his place in society, but he will be more able to serve himself and society toward nobler ends.

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APPENDIX

PERSONAL DATA SHEET

Date of interview _____

Name _____
Last First Middle

Date of birth _____ Sex _____
Year Month Day M F

Date of entry in first grade _____
Year Month Day
Town _____ State _____

SCHOOL DATA

Attendance

Number of days present: _____
3 4 5 6 7
8 9 10 11

School progress

Grades repeated _____

High school subjects repeated _____

Was pupil passing minimum number of courses for promotion at the time of leaving? _____

Intelligence

I. Q. _____ Test given _____

I. Q. _____ Test given _____

Participation in extra-curricular activities

List activities participated in _____
_____List any honors received while in school _____

Employment

Did pupil work while attending school? _____ No. hrs.
per wk. _____ Is student now employed? _____ Position

Health

Was student a five pointer while in school? _____

No. of yrs. _____

Reason(s) for leaving school, if not a graduate

Reasons Related to School:

- _____ Preferred work to school.
_____ Disliked teacher.
_____ Discouraged and could not learn.
_____ Disliked certain subjects.
_____ Was failing and did not want to repeat grade.
_____ School offerings inadequate to meet needs and interest.
(Explain.)

Financial Reasons:

- _____ Wanted spending money.
_____ Needed money to help at home.
_____ Needed money to buy clothes.

Personal Reasons:

- _____ Poor health,
_____ Parents wanted child to leave
_____ Friends had left school.

Others:

FAMILY DATA

Marital Status of Parents.

Are parents divorced? _____ Separated? _____ Deceased? _____

Size of Family.

Number of children in family _____ Number of families
living in the home _____

Education of Parents.

Did mother attend high school? _____ No. of years _____
Did father attend high school? _____ No. of years _____
Did mother attend college? _____ No. of years _____
Did father attend college? _____ No. of years _____

Economic Status of Family.

Occupation of father _____

Occupation of mother _____

Was family on relief at the time of the child's leaving
school? _____

Was family on relief during part of the time child was
in school? _____

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